



Caughman Road Elementary School

7725 Caughman Road
Columbia, SC 29209

Grades	PK-5 Elementary School	
Enrollment	643 Students	
Principal	Jane H. Wyatt	803-783-5534
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Below Average
2011	Average	Below Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

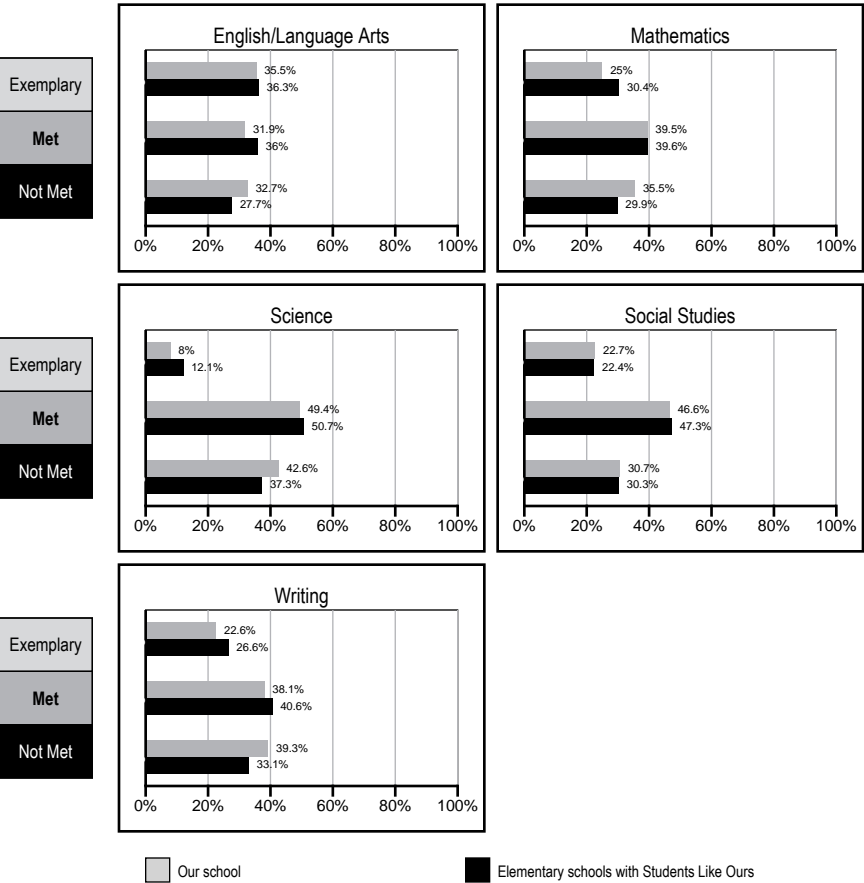
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	21	89	11	1

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=643)				
First graders who attended full-day kindergarten	98.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.4%	Up from 1.3%	1.5%	1.0%
Attendance rate	96.4%	Up from 95.8%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	64.4%	No Change	61.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.5%	Up from 92.1%	88.3%	88.7%
Teacher attendance rate	93.2%	Down from 93.8%	94.8%	95.1%
Average teacher salary*	\$49,897	Up 1.0%	\$46,719	\$47,210
Professional development days/teacher	10.7 days	Down from 16.5 days	11.0 days	10.5 days
School				
Principal's years at school	11.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	28.3 to 1	Up from 20.3 to 1	19.5 to 1	20.0 to 1
Prime instructional time	89.2%	Up from 88.8%	89.7%	90.5%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,744	Down 7.7%	\$7,417	\$7,247
Percent of expenditures for instruction**	78.5%	Down from 80.4%	68.1%	68.2%
Percent of expenditures for teacher salaries**	76.2%	Down from 76.3%	65.0%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Caughman Road Elementary School has been accredited by the Southern Association of Colleges and Schools since it was opened in 1970. We have worked very hard to maintain this status and are very proud of the results.

The school provides a safe and nurturing environment promoting character development through regularly scheduled guidance classes. Our curriculum is rigorous with challenging activities for developing students. Caughman Road Elementary is a successful school that benefits from the hard work and determination of our students, teachers, parents, staff and community.

The staff is implementing "best practice" strategies to provide daily instruction and academic assistance for all students. Individual students are being targeted with strategic interventions focusing on areas of weaknesses to improve their academic performance. Efforts are consistently made to provide additional resources to classrooms with increasing student-teacher ratios. The students in grades one through five are engaged in Success Maker and Accelerated Reader programs to strengthen language arts and math skills. In fact, our students became so engaged in reading that they read over 45,000 books this year. For additional academic support, individual and small group tutoring is provided after school for students

Following the District's initiative to have every student reading on grade level by third grade we have focused our resources on reading interventions. We also provide additional instruction in math by designating half of a day each month to math instruction with our "Math Day Half-Day" program. The Caughman Road Elementary journey to support all children and empower them to be successful, fulfilled learners continues to be our first priority.

Character development and exposure to a variety of careers are integrated within all subjects as well as provided by the guidance counselor through classroom guidance activities and Career Day. Our School Resource Officer worked with the fifth graders on the DARE program and the fourth and fifth graders with the GREAT program. Numerous Parent University Nights provided parents opportunities to share information on ways they can support and assist the students at home.

The Montessori Program is an option for all Richland One Parents. A district lottery is held yearly to determine admission to the program at one of the three district Montessori sites. The Montessori program at Caughman is well received by the community and we have a waiting list for admission at all times. The school within a school model has worked well at Caughman and this year we bridged our first group of Montessori fifth graders that started in the Primary class..

Parent participation in school activities such as assemblies, special events, and PTO meetings has increased dramatically, but involvement in the day-to-day activities of the school does not come easily. The parents on the PTO/SIC Board are truly committed to making parent engagement happen for the benefit of all of our students.

Jane H. Wyatt, Principal
Patrick Harvin, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	88	58
Percent satisfied with learning environment	85.4%	83.9%	83.9%
Percent satisfied with social and physical environment	92.9%	85.2%	86.2%
Percent satisfied with school-home relations	70.7%	90.7%	89.5%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	97.2
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Caughman Road Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	647.6	635.8	608.4	625.5	100.0	99.6
Male	639.1	633.7	605.3	624.3	100.0	99.3
Female	655.7	637.7	611.8	626.6	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	644.3	633.1	604.9	623.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	612.6	602.0	569.0	607.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	643.0	631.8	604.4	619.2	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	97	100	22.5	29.2	48.3	77.5
	4	97	100	38.2	44.9	16.9	61.8
	5	109	100	30.2	51.9	17.9	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	91	100	20.7	26.4	52.9	79.3
	4	88	100	28.6	37.7	33.8	71.4
	5	94	100	48.8	32.1	19	51.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	97	100	41.6	29.2	29.2	58.4
	4	97	100	43.8	39.3	16.9	56.2
	5	109	100	45.3	41.5	13.2	54.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	91	100	28.7	33.3	37.9	71.3
	4	88	98.9	33.8	40.3	26	66.2
	5	94	100	44	45.2	10.7	56
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	49	100	43.5	47.8	8.7	56.5
	4	97	100	53.9	43.8	2.2	46.1
	5	55	100	N/AV	N/AV	N/AV	45.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	46	100	43.2	40.9	15.9	56.8
	4	88	100	29.9	64.9	5.2	70.1
	5	46	100	65.9	29.3	4.9	34.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	48	100	20.9	51.2	27.9	79.1
	4	97	100	46.1	43.8	10.1	53.9
	5	54	100	50.9	32.1	17	49.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	45	100	16.3	39.5	44.2	83.7
	4	88	100	19.5	62.3	18.2	80.5
	5	48	100	65.1	25.6	9.3	34.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	110	99.1	23.8	47.6	28.6	76.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	95	100	39.3	38.1	22.6	60.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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